

LORIS ELEMENTARY

901 Highway 9 Business East
Loris, SC 29569

GRADES PK-5 Elementary School

ENROLLMENT 630 Students

PRINCIPAL Amy Edwards 843-756-7824

SUPERINTENDENT Gerrita Postlewait 843-488-6700

BOARD CHAIR Will Garland 843-358-8002

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	22	56	6	0

IMPROVEMENT RATING:

EXCELLENT

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

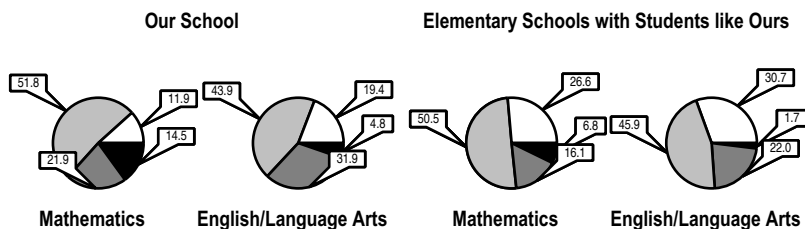
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Excellent	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Definition of Critical Terms	
	Advanced Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient Well prepared to work at next grade level; met expectations
	Basic Met standards; minimally prepared, can go to next grade level
	Below Basic Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	52	90	82
Percent satisfied with learning environment	100.0%	96.7%	97.5%
Percent satisfied with social and physical environment	100.0%	98.9%	83.8%
Percent satisfied with home-school relations	100.0%	100.0%	92.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	335	99.7	19.4	43.9	31.9	4.8	36.8	17.6
Gender								
Male	167	100.0	26.6	46.8	25.3	1.3	26.6	17.6
Female	168	99.4	12.2	41.0	38.5	8.3	46.8	17.6
Racial/Ethnic Group								
White	148	99.3	8.5	31.0	52.1	8.5	60.6	17.6
African-American	180	100.0	28.8	55.2	14.1	1.8	16.0	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	269	100.0	16.5	39.4	38.2	6.0	44.2	17.6
Disabled	66	98.5	31.1	62.3	6.6	N/A	6.6	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	335	99.7	19.4	43.9	31.9	4.8	36.8	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	334	99.7	19.7	43.0	32.5	4.9	37.4	17.6
Socio-Economic Status								
Subsidized meals	265	99.6	22.3	53.3	21.1	3.3	24.4	17.6
Full-pay meals	70	100.0	8.8	10.3	70.6	10.3	80.9	17.6

Mathematics								
All students	335	100.0	11.9	51.8	21.9	14.5	36.3	15.5
Gender								
Male	167	100.0	14.9	53.9	21.4	9.7	31.2	15.5
Female	168	100.0	8.9	49.7	22.3	19.1	41.4	15.5
Racial/Ethnic Group								
White	148	100.0	7.0	39.9	26.6	26.6	53.1	15.5
African-American	180	100.0	16.0	63.2	17.2	3.7	20.9	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	269	100.0	6.0	51.4	25.3	17.3	42.6	15.5
Disabled	66	100.0	35.5	53.2	8.1	3.2	11.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	335	100.0	11.9	51.8	21.9	14.5	36.3	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	334	100.0	12.1	51.0	22.2	14.7	36.9	15.5
Socio-Economic Status								
Subsidized meals	265	100.0	14.4	56.8	20.6	8.2	28.8	15.5
Full-pay meals	70	100.0	2.9	33.8	26.5	36.8	63.2	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	124	N/A	22.3	44.6	33.1	N/A	33.1
	Grade 4	110	N/A	24.1	50.0	25.0	0.9	25.9
	Grade 5	107	N/A	26.7	50.5	20.0	2.9	22.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	97	100.0	17.2	33.3	36.8	12.6	49.4
	Grade 4	126	99.2	15.0	49.2	33.3	2.5	35.8
	Grade 5	112	100.0	26.2	46.6	26.2	1.0	27.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	124	N/A	28.1	49.6	14.0	8.3	22.3
	Grade 4	110	N/A	29.6	38.9	14.8	16.7	31.5
	Grade 5	107	N/A	27.6	36.2	18.1	18.1	36.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	97	100.0	17.2	54.0	21.8	6.9	28.7
	Grade 4	126	100.0	8.3	46.3	24.8	20.7	45.5
	Grade 5	112	100.0	11.7	56.3	18.4	13.6	32.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 630)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.7%	Up from 1.5%	2.6%	2.4%
Attendance rate	96.4%	Down from 96.5%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	12.9%	Down from 13.1%	10.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	13.0%	Up from 9.1%	8.9%	8.0%
Older than usual for grade	0.8%	Down from 1.6%	1.5%	1.1%
Suspended or expelled	1.4%	Up from 0.0%	0.0%	0.0%

Teachers (n= 48)				
Teachers with advanced degrees	22.9%	Down from 27.8%	43.9%	50.0%
Continuing contract teachers	77.1%	Down from 81.5%	84.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.2%	Down from 87.0%	86.0%	86.2%
Teacher attendance rate	95.1%	Down from 95.4%	95.0%	95.3%
Average teacher salary	\$39,285	Up 0.3%	\$39,348	\$39,909
Prof. development days/teacher	10.7 days	Down from 12.4 days	12.0 days	11.4 days

School				
Principal's years at school	15.0	Up from 14.0	4.0	4.0
Student-teacher ratio	19.6 to 1	Up from 15.9 to 1	18.7 to 1	18.9 to 1
Prime instructional time	90.7%	Down from 91.1%	89.6%	89.7%
Dollars spent per pupil*	\$6,678	Up 10.9%	\$6,042	\$5,892
Percent spent on teacher salaries*	66.1%	Up from 65.9%	66.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

2002-2003 was another very good year at Loris Elementary School. Our students continued to perform well academically and artistically. They engaged in a number of service projects including Jump Rope for Heart, March of Dimes, and a canned food drive. Students also participated throughout the year in the Horry County Solid Waste Authority Recycling Program. Among our accomplishments are the following:

Our students read over 38,000 books and earned over 21,000 Accelerated Reader points.

100% of our kindergarten students were reading at a text level of "3" or better.

98% of our first grade students were reading at a text level of "18" or better.

The Reading Recovery Program "discontinued" 24 at-risk first grade students.

100% of our parents participated in individual parent conferences.

100% of the parents, students, and teachers signed parent compacts.

Our Parent Education Program averaged 80 parents in attendance during the year.

Our school participated for the second year in the Milken Family Foundation Teacher Advancement Program.

A science lab was provided for students.

We continued with a research-based technology program entitled Fast ForWord for our students.

Our teachers and staff continue to work extremely hard. All teachers participated daily in a professional growth block focusing on planning lessons, assessments, and instructional strategies for literacy and numeracy. Numerous visits to our school were made by districts both within the state and out of state to observe effective practices and programs. Frann Rivenbark was selected as Teacher of the Year and was one of the top five finalists in the district. Our PTA provided needed materials and supplies for our teachers and students. They also sponsored events such as Open House, Fabulous Fridays, and Teacher Appreciation Week. The Horry County Police Department participated with our Partners in Education Program by mentoring students in our school. During the coming year, we will continue to work to improve student achievement and increase our parent and community involvement.

Leon E. Hayes, Principal 2002-03

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.